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ABSTRACT

The Leaders for Change Award was established in 1994 to recognize and honor outstanding, long-term corporate commitment to education reform, from preschool through graduate school. A profile of the co-winners of the 1997 award--Chase Manhattan Bank's "Chase Active Learning Program (CAL)" and United Technologies Corporation's "Connecticut Pre-Engineering Program (CPEP)," along with descriptions of eight other programs--are presented. CAL is New York City's largest middle-school reform program. It seeks to improve the learning process by helping middle-school teachers and students create engaging, interdisciplinary projects that link schoolwork to real life. In 1997 the program was expanded to 42 schools in 10 communities nationwide. United Technologies' CPEP is designed to identify and prepare underrepresented minority and female students, with particularly strong academic promise, for careers in mathematics, the sciences, and engineering. CPEP provides more than 3,600 students statewide, from grades 6 through high school, with a strong foundation in math, science, and English. Eight other companies were also recognized for their commitment to education. A description of their programs, which range from fellowships in academic medicine for minority students to youth job programs, is also presented. (RJM)

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Introduction

This is the Council for Aid to Education's fourth annual presentation of its *Leaders for Change Award*. The award was established in 1994 to recognize and honor outstanding, long-term corporate commitment to education reform, at all levels, from pre-school through graduate school. *Leaders for Change* companies clearly illustrate, by the breadth and scope of their programs, corporate America's commitment to promoting lasting change and improving the quality of education for all students.

The *Leaders for Change* selection committee of corporate executives seeks programs that are proven to work. That is the common goal of corporations and the education community. The ten programs featured here all meet the Council's rigorous selection criteria regarding time and financial commitment, provision for measuring results, and the potential for replication in other settings.

We are proud to announce Chase Manhattan Bank's "Chase Active Learning Program (CAL)" and United Technologies Corporation's "Connecticut Pre-Engineering Program (CPEP)" as co-winners of the 1997 Leaders for Change Award. This is the first time in the competition's history that two corporations have been named as joint recipients of the award.

The Chase Active Learning Program is New York City's largest middle school reform program. CAL seeks to improve the learning process by helping middle school teachers and students create engaging, interdisciplinary projects that link schoolwork to real life. In 1997 the program was expanded to 42 schools in ten communities nationwide.

United Technologies' Connecticut Pre-Engineering Program is designed to identify and prepare under-represented minority and female students, with particularly strong academic promise, for careers in mathematics, the sciences and engineering. CPEP provides more than 3,600 students statewide, from grades 6 through high school with a strong foundation in math, science and English—tools critical to success at the nation's leading institutions of higher education.

A strong sense of corporate responsibility leads companies like Chase Manhattan Bank and United Technologies Corporation to fund programs whose goals are to make a difference in learning attainment in our nation. We hope that their example, as well as that of all the companies written about here, will inspire more private sector development of programs designed to improve all levels of education.

Chase Manhattan Bank

Chase Active Learning Program

Since 1989, the Chase Active Learning Program has been introduced into more than 90 middle schools in New York City, reaching 450 teachers and 15,000 students. But of even greater significance than its size is the program's impact on the school system. The CAL program has served as a catalyst for fundamental instructional reforms in all New York City's middle schools, and is acknowledged as the model for a system-wide initiative to bring best practices to middle schools in all five boroughs of the city.

Following recommendations in "Turning Points," the Carnegie Corporation's study of early adolescence, the CAL program helps middle schools move away from "chalk and talk" instruction to an active-learning approach where students learn by doing. Carnegie's research showed that children in this age group must interact with their world in order to understand it. CAL programs require students to go beyond the memorization of a fixed set of facts to conducting hands-on experiments and research, designing and constructing their own models and creating works of art.

The CAL program has served as a catalyst for fundamental instructional reforms in all New York City's middle schools . . . the program helps middle schools move away from "chalk and talk" instruction to an active-learning approach where students learn by doing.

So, for example, one CAL grant supports a program at the Rafael Cordero Intermediate School in Brooklyn in which students design and build mechanisms using their knowledge of measurement, gear ratios, computer programming, and statistical analysis. Another program, at the John Coleman Intermediate School in Brooklyn, involves students in studying vegetation at a wildlife refuge and a botanical garden and bringing samples back to their lab for analysis. At the Louis Armstrong Intermediate School in Queens, students collect artifacts, interview family members, read stories on immigration and construct world history timelines to locate their own stories and their family histories within the family of man. They then present what they have learned in dramatic performances.

The CAL program is administered by New Visions for Public Schools, New York's high-profile public education fund, in partnership with Chase. Because of the prominent role that New Visions has taken in sponsoring school reforms, the CAL program has had wide exposure and impact. Active Learning informs the New York City Board of Education's five-year Middle School Reform Initiative and is in operation in scores of New Visions schools that have opened in the city since 1993.

In the spring of 1997, a study commissioned by New Visions described CAL grants as instrumental in assisting in the early stages of school restructuring and educational innovation. In reviewing the program's impact in a single city district, the evaluators cited improvements across the board. The program inspired teachers to try new approaches, introduced teaming and developed strong mentoring relationships between teachers. "For educators," the evaluators wrote, "the move toward active-learning instruction and assessment means going back to the drawing board to develop new teaching strategies that make learning challenging, relevant, and fun for their students."

For students, the study showed the CAL program fostered intellectual curiosity and problem-solving capacities, as well as important social skills. "Students, teachers and administrators report students' increased willingness to work hard, take school seriously, and remain on task," the evaluation found. For school communities, "the CAL Team process has apparently sparked a professional development spirit. Administrators report that teachers beyond those immediately involved in the grant now think about the benefits of teaming across subject areas and increasingly seek out additional resources, training and other professional development opportunities," New Visions said.

Dissemination and replication were built into the CAL plan from the start. Each year, about 170 staff from CAL schools participate in a technical assistance and networking program that offers training, demonstrations, site visions and consultation as part of a deliberate process of dissemination to other schools and districts.

This year, an additional $350,000 was approved to expand the CAL program to 42 schools in 10 school districts: Bridgeport, Connecticut; Columbus, Ohio; Houston, Texas; Los Angeles, California; Miami, Florida; Monroe, Louisiana; Newark and Paterson, New Jersey; Rochester, New York; and Wilmington, Delaware. Programs in those districts began in the fall.

United Technologies Corporation

The Connecticut Pre-Engineering Program

United Technologies helped start the Connecticut Pre-Engineering Program (CPEP) more than 10 years ago, with 47 students in a single Hartford school. CPEP now serves 3,600 promising minority and female students in 56 schools in 12 cities across Connecticut, preparing them to enter college and careers as engineers and scientists. CPEP has drawn on the ongoing financial support of the National Science Foundation and the state Departments of Education and Higher Education. Last year, CPEP's graduation was hosted by the governor at the State Capitol in Hartford.

As CPEP's leading private sponsor, United Technologies has committed more than $1.3 million in financing to the program, along with countless hours of volunteer time by employees who act as mentors, program assistants and board members. CPEP students often go on to other United Technologies education programs in college and beyond.

. . . Compared with their peers in the Hartford schools system, CPEP students are more likely to attend a four-year college; they have lower dropout rates; and they take more advanced courses in math, science, English and history. . . .

The program identifies young minorities and girls with high potential for post-secondary careers in engineering, science, mathematics and technology. Students are identified in the upper elementary through high school levels and receive extra academic support to build a strong foundation in math, sciences and English.

CPEP's holistic approach provides early, effective assistance on three levels. First, after-school, Saturday and summer enrichment programs encourage underrepresented students from urban school districts to pursue math and science careers. They must take upper-level courses that qualify them for admission to accredited colleges and universities. And they must participate in hands-on studies so they are well prepared to apply their knowledge. For example, one group worked with the Connecticut Department of Transportation and civil engineers to design highway systems and vehicles of the future. Another group was challenged to use their math and physics skills to build a concrete boat that would float.

The second component is high-quality professional development programs for teachers to ensure that students are challenged in school as well as in CPEP enrichment programs. (Last year, CPEP was awarded a U.S. Department of Commerce grant to develop 21st Century classrooms in Hartford Public Schools.) One major source of training for CPEP teachers is the Project to Increase Mastery of Math & Science (PIMMS), a highly acclaimed professional development program in Connecticut for which United Technologies is the largest corporate sponsor. PIMMS fellows regularly work on CPEP programs and CPEP works cooperatively with PIMMS to secure high quality training and develop skills to enhance their effectiveness in the classroom. CPEP program teachers reinvigorated the New Haven science fair by training peers on how to conduct fairs to get children involved. From a handful of participants three years ago, the Fair drew 1,500 entries in 1997.

Lastly, the program engages parents as essential partners in the education process. Family members go on field trips with the students, not as chaperones but as learners. CPEP makes sure parents know the academic requirements their children must meet to attend college and pursue science, math and engineering careers. The program enjoys positive relationships with most major Connecticut colleges and universities, which host summer programs, teacher training and CPEP Day—a living science demonstration event where more than 500 students exhibit their proficiency in engineering skills.

Compared with their peers in the Hartford schools system, CPEP students are more likely to attend a four-year college (80 percent versus 30 percent of peers); they have lower dropout rates (4 percent versus more than 20 percent for peers); and they take more advanced courses in math, science, English and history. In most cases CPEP students' educational outcomes were more closely aligned with their suburban West Hartford neighbors than with their inner-city Hartford peers. In a study performed by faculty at Yale University, CPEP 6th through 12th graders scored significantly higher than a control group in mastery of math concepts, computational ability, science knowledge and spelling and vocabulary skill.

CPEP's effectiveness is also evident in its growth as a program. Since its founding in 1986, it has expanded across the state, replicating its own programs and helping others develop. CPEP challenges urban students to excel, and is helping to reform education in some of Connecticut's most troubled school districts. After 10 years of support, United Technologies remains committed to CPEP's mission and programs because the data clearly show its benefits for women and minorities across the state.

Bristol-Myers Squibb Company

The Fellowship Program in Academic Medicine for Minority Students

Bristol-Myers Squibb Company

The Fellowship Program in Academic Medicine for Minority Students was established in 1984 to address the profound under representation of minorities in the field of academic medicine. With vital support from Bristol-Myers Squibb, which took over as sponsor in 1991, the program seeks to enlarge the number of African-Americans, mainland Puerto Ricans, Mexican-Americans and Native Americans who make career commitments to become medical school faculty members and biomedical researchers.

Though these minority groups make up nearly 10 percent of the country's physicians, they accounted for just 3.7 percent of the M.D. faculty at the nation's 125 medical schools in 1994, and most teach at schools serving predominantly African-American or Puerto Rican students. It was with the aim of expanding the minority perspective in medical and public health policy that the Fellowship was established.

. . . minority medical students work directly with a mentor. . . they gain a close-up view of academic medicine . . . the mentor continues to help guide the Fellow in pursuit of a teaching or research career.

Each year, 35 fellowships are awarded to second- or third-year minority medical students. Fellows work directly with a mentor — either a faculty member or biomedical researcher — for eight to 12 weeks on a medical research project. They gain a close-up view of academic medicine and a chance to conduct an investigation under the tutelage of an experienced researcher. Fellows present their findings to the mentor group and other experts at a three-day symposium at Bristol-Myers research facility. This experience is the first in a long relationship that is established with the mentor, who continues to help guide the Fellow in pursuit of a teaching or research career.

An evaluation of the program by the Association of American Medical Colleges tracked Fellows selected from 1984 through 1990 and found that more than two thirds of responding Fellows are pursuing academic careers. Almost two-thirds had entered their first choice of residency programs and most credited their mentors with having a significant impact on their career decisions and plans to pursue academic medical careers. Compared with other graduates interested in academic medicine, Fellows had greater research experience and received National Institutes of Health trainee awards at higher rates. Many Fellows also saw academic medicine as an opportunity to be of service to minority communities and to provide needed minority leadership within medicine.

Colgate-Palmolive

Colgate/Wadleigh School Partnership

COLGATE-PALMOLIVE COMPANY

In 1986, the New York City Board of Education moved to close down the Wadleigh School in Harlem, a school plagued by chronically poor test results, low morale and a crumbling physical plant. But a group of teachers, local school board members, parents and community organizations wanted to keep their neighborhood school, and lobbied to have the school renovated as a "flagship" project of the New York City School Construction Authority. A project director was hired in 1989, and he approached Colgate-Palmolive to enlist its support.

The company recognized this restructuring project as an opportunity to make a significant difference in public education and became the corporate partner in the effort. Throughout the reconstruction, Colgate-Palmolive acted as a catalyst, making sure improvements were done, providing basic supplies and equipment, preparing presentations to solicit funds from the school system and getting resolutions passed to aid the project. A newly renovated and restructured Wadleigh opened in September 1993 to widespread praise and approval from the neighborhood and from education experts across the city.

. . . the school is a close-knit community of 6th through 12th graders . . . the school makes use of the resources of the city to introduce students to worlds they might not otherwise see. . . .

The new Wadleigh is a close-knit community of 6th through 12th graders, grouped in three small "theme" schools. One school focuses on the arts, one on communications, and the third on science and technology. The school makes use of the resources of the city to introduce students to worlds they might not otherwise see, and involves Columbia University's Teachers College and Bank Street College in staff development and curriculum design.

Reading scores rose from the 12th percentile to the 27th, a marked advance, though Colgate would like to see further gains, especially in the high school. The company has extended its commitment to Wadleigh until 2003, saying it is in the relationship for the "long haul." Its employees serve on school planning teams and advisory boards and help with curriculum development, budgeting, leadership and management. Colgate employees also serve as tutors and mentors to Wadleigh students, while students intern at Colgate after school and during the summer. The company provides scholarship aid to three graduating seniors per year.

"I like my school," a student said. "It's small and the teachers care about me. I feel special. I think I'm learning a lot. . . . I want to be a lawyer and come back to Harlem and help my community."

Frontier Corporation

How Was School Today?

frontier
Talk To One Company™

How Was School Today?, sponsored by Frontier Corporation, is a Rochester, New York, program that targets poor, inner-city elementary-school children and provides intensive resources to help them succeed academically and socially. Managed by the Rochester Society for the Protection and Care of Children (SPCC), it works by involving families in the child's education in and out of school and emphasizing the importance of the home-school connection.

The program is based in a single school, Clara Barton School No. 2 in Rochester. It provides direct services to students and families for three intensive years (grades 3-5). How Was School Today? provides before-school breakfast and homework review; after-school enrichment activities; art therapy, Saturday-morning sports and arts; and camps and other special opportunities during school breaks — as well as student-and-parent events and parent education. After finishing elementary school, the children are offered continued guidance and the support of caseworkers. The support services will continue until high school graduation. Caseworkers also provide intervention services to families.

. . . .the program works by involving families in the child's education in and out of schools and emphasizing the importance of the home-school connection.

The program began in 1994 with a two-phase approach. Phase One focuses on achieving family stability and on getting parents engaged in school activities. The result was a 44-percent increase in the number of parents employed since the preceding year and a significant reduction in the number of students who transferred out of the school. Phase Two builds on the foundation of family stability and parent involvement established in Phase One. Its goal is academic success for students. As an early indicator of the program's effectiveness, all of the first group of third-graders who started the program in 1994 successfully graduated from elementary school. Reading and math scores have risen, and risk behaviors have decreased.

The program has another goal as well: To provide evidence to researchers, funders, and policymakers that intensive funding directed at the home helps avoid expensive remediation, teen-pregnancy care, and substance-abuse treatment further down the road. Frontier has funded an independent evaluation team to obtain and interpret data and advise on changes if needed. The team meets regularly with the program director, direct-service staff and parents.

The Clara Barton No. 2 school has been selected as the location of a new center providing health and education services to families, in large part because of the success of Frontier's program there.

IBM Corporation

Reinventing Education

Reinventing Education is a $35 million initiative designed to spur fundamental, systemic change in the nation's public schools with the help of innovative technologies. Through the program, IBM actively demonstrates its commitment to introducing the latest technologies into school systems to help students achieve at higher levels.

IBM has formed partnerships with sixteen school districts and six states that have comprehensive plans for district-wide restructuring and a commitment to high academic standards for all students. Collectively, the projects address nearly every aspect of the education agenda, from home-school communications to data management and analysis to classroom training, teacher instruction and student assessment.

. . . IBM Corporation . . . has formed partnerships with sixteen school districts and six states that have comprehensive plans for district-wide restructuring and a commitment to high academic standards for all students.

In North Carolina, IBM and the Charlotte-Mecklenburg School District have created Wired for Learning, a $2-million custom computer network to help students to collaborate on projects and let parents confer with their children's teachers and view their children's work from their home or workplace. In Texas, IBM and the Dallas Public Schools are creating a curriculum tool for math and science that uses image-processing technology to let students examine and manipulate phenomena not available in traditional science classrooms. With the State of Vermont Department of Education, IBM has developed a digital tool to let teachers score student academic portfolios against local, state and national education standards.

An independent evaluator, the Center for Children and Technology (CCT), visited all sites during the planning and implementation phases and reported that the expectations of schools and families were well met. They received not only equipment and funds but assistance from IBM in the form of project management and software development designed to address their particular needs. "The (project) managers were especially appreciated for the blend of rigor, flexibility and negotiating skills that they brought to the project. We heard frequent citations of IBM personnel going beyond the call of duty or doing whatever it took to facilitate the project's goals," CCT reported. In addition, according to CCT, many districts cited the project management model that IBM brought to their efforts as a learning experience in itself, showing them a way to handle complex implementation of an ambitious restructuring effort.

KPMG Peat Marwick Foundation

The Ph.D. Project

KPMG Peat Marwick Foundation

Business school faculties nationwide are 96 percent white, largely because becoming a professor requires a Ph.D. — and over the past ten years, only 2.8 percent of business doctorates have gone to African-Americans, 1.3 percent to Hispanic-Americans, and 0.3 percent to Native Americans. Only six percent of students presently enrolled in doctoral business programs are African-, Hispanic- or Native American. While many businesses are working aggressively to recruit and retain qualified minorities for responsible positions, the problem of under-supply of such candidates has not been solved. Higher education institutions, too, are working hard to recruit and retain talented minority students, but with only modest success.

. . . each new minority professor that emerges from the Ph.D. project has the potential to influence the lives and careers of thousands of future students, minority and nonminority alike.

The Ph.D. Project of the KPMG Peat Marwick Foundation, now in its fourth year, is a long-term, strategic collaboration among the Foundation and such corporations as Citibank, Chrysler, Ford, Texaco, Abbott Laboratories, General Mills, Westinghouse, the Fannie Mae Foundation, and 80 academic organizations and universities. Its aim is to encourage and assist underrepresented minorities in obtaining doctoral degrees and, ultimately, in becoming business school professors. Research indicates that achieving this one important goal will encourage more minority students to pursue business degrees and will help prepare all students for a multicultural workplace.

Each year, the Project identifies thousands of successful minorities in business and asks them a provocative question: "Your job may support you, but does it sustain you?" The Project suggests that individuals who want to make a difference might consider a career as a professor. More than 16,000 people have responded to this outreach, and the number of entering doctoral students has grown. Since the Ph.D. Project began, an average of 116 minority students have entered business doctoral programs each year. Each new minority professor that emerges from the Ph.D. Project has the potential to influence the lives and careers of thousands of future students, minority and nonminority alike.

Building on the success of the Ph.D. Project, KPMG has recently launched five Minority Doctoral Students Associations to help minority doctoral students stay on a successful path to earning their Ph.D.s and becoming business professors. The associations provide networking opportunities as well as peer support and are an extension of KPMG's commitment to the success of the Ph.D. Project.

Seafirst Bank, subsidiary, Bank of America

Seafirst Youth Job Program

Now in its fifth year, the Seafirst Youth Job Program directs a broad array of resources to low-income and at-risk high school students in Washington state in order to help them graduate from high school and continue onto jobs, or higher or vocational education. Since the program began its operation in 1992, it has possessed a high rate of success. For example, all the students in the class of 1994 graduated from high school and studied at a two-year and/or four-year school. For each graduating class, overall grade point averages have increased from the time students entered the program until they graduated from the program. To date, one hundred students are currently enrolled, and two hundred students have participated in the program. Seafirst will graduate another 30 seniors from the program this year.

The success of the Seafirst Youth Job Program is based on comprehensive, sustained support for each student over his or her school career. The Youth Job Program offers job training, regular employment, ongoing one-on-one mentoring and career exploration to each participating student, along with a $10,000 scholarship. Seafirst continues to monitor each graduate through the scholarship phase of the program and provides selected college students with summer jobs through the College Job Program.

. . . the program . . . works to build students' academic and vocation abilities, so that during a critical transition period in adolescence, students have concrete options and sense of the possibilities in their futures. . . .

The bank developed the program as a part of their commitment to the young people in Washington and Idaho. Seafirst chose its current model because of the importance it places on individual attention to each student, who receives extensive guidance and support from their mentors, program staff, and supervisors. Like other school-to-work or school-to-career programs, it stresses on building a student's academic and vocational abilities, so that during a critical transition period in adolescence, students have concrete options and a sense of the possibilities in their futures.

Just as goal-setting is part of the bank-wide planning process, goals are established annually for the program, also. The same high standards demanded of the bank's management and operations are applied to the program as well. Formal evaluations occur on a quarterly basis against the annually-established goals and are reviewed by the executive management of the bank. For each year of its operations, the Youth Job Program has met or exceeded its goals. The program is now being replicated by several businesses with assistance from Seafirst Bank.

Shell Oil Company

Say YES To A Youngster's Future

For students who seldom see people like themselves in the fields of mathematics, science and computer technology, the implied conclusion is that they don't belong there either. Say YES To A Youngster's Future was developed by the National Urban Coalition and Shell Oil to challenge those children's assumptions. The goal of Say YES is to increase the number of minorities and women professionals in mathematics, science and computer technology.

Say YES provides a stimulating approach to math and science that motivates students early in their education, before they can be intimidated by negative societal or parental attitudes that suggest these subjects are too difficult to master. In Saturday family learning sessions, the program offers hands-on, practical applications of math and science, teaching basic principles of physics and chemistry and showing children how math and science relate to their worlds.

By taking a positive, family development approach, Say YES dramatically changes children's preceptions of themselves and their potentials.

Teachers are trained to offer hands-on lessons showing the practical applications of math and science. Each year, teachers in the program attend an intensive summer training institute to increase their competence and confidence in math and science. The program requires parental involvement and the sessions are conducted in Spanish and English. Parents work with their children on in-class math and science activities and accompany them on trips to museums, zoos, the NASA space center, arboretums, TV stations and many other settings. Often Shell employees volunteer to go on these trips as well.

Youngsters participating in the program have shown improved test scores, higher grades, better attendance and behavior. Teachers report student growth in knowledge of scientific terms, job opportunities and communication skills. By taking a positive, family development approach, Say YES dramatically changes children's perceptions of themselves and their potentials.

Say YES began in the fall of 1987 with a two-year demonstration pilot involving 61 teachers and 1200 students in selected Houston and Washington, D.C. public schools. In the 1997-98 school year, the program's 11th anniversary, 55 schools, 279 teachers and 6,975 students and their families will participate in Say YES programs in Houston, Washington and New Orleans, while work is underway to develop programs with new partners in several other U.S. cities.

TRW Inc.

stART smART

TRW is addressing the first National Education Goal, "All children will start school ready to learn," with a program of preschool education using arts-based concepts. The program, called stART smART is a collaboration between TRW and Wolf Trap Institute for Early Learning Through the Arts. Professional performing artists, trained in early childhood development, work with teachers and caregivers to create dramas, music and movement programs in preschool classrooms. The teaching artist also gives the classroom teachers drama, music and movement curriculum materials so they can continue the lessons when the residency is completed.

The program focuses primarily on at-risk children in Head Start, public school pre-Ks and Kindergartens, child development centers and child care facilities in communities near TRW facilities or offices. A total of 226 classrooms in 17 states have had resident artists from Wolf Trap, and many have welcomed TRW employees as volunteer aides.

. . . the rhythm and blues teaching artist . . . demonstrated new ways to teach about self-esteem, colors, counting, plants, nutrition, the alphabet and farm animals, using music, rhythm and movement.

Rhythm and blues teaching artist Kenneth Jackson sang to kindergartners in Louisville, MS for a week last fall, teaching them his own "Wonderful Child," "Hygiene Blues" and the "Beale Street Strut." For the classroom teacher, Jackson demonstrated new ways to teach about self-esteem, colors, counting, plants, nutrition, the alphabet and farm animals, using music, rhythm and movement. He also taught students something of the history of the blues, and even taught them to write their own blues songs. "Mr. Jackson also showed us how we can adapt the songs to other kindergarten units," the teacher wrote.

A TRW manager recalled being in a stART smART classroom on a Monday morning and noticing a little boy, very withdrawn, who would not participate. She learned the boy's mother had died over the summer and he had not spoken since the start of school in September. When the manager returned at the end of the week, "The teacher told me that on the previous day he had crawled up on her lap and started singing along with the artist and had been talking and singing ever since." She wrote, "For that child, for the father who was left to care for him, and for that teacher, we had just created a miracle."

Resources

For further information on corporate programs, contact:

Bristol-Myers Squibb Foundation, **The Fellowship Program in Academic Medicine for Minority Students**, John Damonti, President, 345 Park Avenue, New York, NY 10154

Chase Manhattan Foundation, **Chase Active Learning Program**, David Ford, President, 600 Fifth Avenue – 3rd Floor, New York, NY 10020

Colgate-Palmolive, **Colgate/Wadleigh Partnership**, Jann Coles, Director, Corporate Education, 300 Park Avenue, New York, NY 10022

Frontier Corporation, **How Was School Today?, Program**, B.J. Mann, Manager of Corporate Contributions, 180 South Clinton Avenue, Rochester, NY 14646

IBM Corporation, **Reinventing Education Program,** Grace Suh, Program Manager, Old Orchard Road, Armonk, NY 10023

KPMG Peat Marwick Foundation, **The Ph.D. Project**, Bernard Milano, Executive Director, 3 Chestnut Ridge Road, Montvale, NJ 07645

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Shell Oil Company, **Say YES To A Youngster's Future**, Paula Sazan, Program Manager, Constituent Relations, 910 Louisiana Street, Houston, TX 77002

TRW Inc., **stART smART**, Laura Johnson, Manager, Contributions, 1900 Richmond Road, Cleveland, OH 44124

United Technologies Corporation, **Connecticut Pre-Engineering Program,** Tierney Temple-Fairchild, Ph.D., Manager, Education Programs, United Technologies Building, Hartford, CT 06101

The selection committee for the Council for Aid to Education's 1997 *Leaders for Change Award* included ***Michael Bzdak***, Johnson & Johnson, *Rick Luftglass*, Pfizer Inc, ***Virginia Millan***, Metropolitan Life Foundation and ***Mary Quinn***, Avon Products Foundation.

The Council also wishes to thank Maisie McAdoo for writing the project descriptions in this booklet.

Past Recipients of the Leaders for Change Award

1996 Leaders for Change Award Winner

Pfizer Inc

Pfizer Education Initiative

1995 Leaders for Change Award Winner

GE Fund

College Bound Program

1994 Leaders for Change Award Winner

Chevron Corporation

The Accelerated Schools Project

CAE gratefully acknowledges Pfizer Inc and Bell Atlantic Foundation as primary sponsors of CAE's 1997 *Leaders for Change Award* and its annual activities.

About the Council for Aid to Education

An Independent Subsidiary of RAND

The Council for Aid to Education (CAE) is a national, nonprofit organization. Its mission is to enhance the effectiveness of corporate and other private-sector support in improving education at all levels, but particularly higher education, and to help education institutions more effectively acquire private support for their programs.

CAE carries out its mission in three ways:

- providing corporations with advice and assistance in identifying and developing effective national, regional, and local programs of education support;
- collecting, interpreting, and disseminating data on educational philanthropy for funders, educators and education policymakers, and for government officials; and
- offering analysis and commentary on key aspects of education policy and practice.

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